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ABSTRACT

The multiplicity of groups concerned with education for peace and international solidarity makes it difficult to reconstruct the processes and activities aimed at international solidarity. The motives for this type of education rise from a growing sensibility shown by the Italian public toward international understanding and world-wide problems such as hunger and famine. There can be no real development toward the goal of solidarity if the flow of information exchange and cultural relations proceeds only in one direction. Exchange must occur in a circular motion, from hemisphere to hemisphere, and within hemispheres. The main promoters in Italy of education for solidarity include a variety of organizations, in both the public and private sectors, ranging from the Ministry of Education to university experts to private human rights groups. (PPB)

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DEVELOPMENT OF CIVICS AMONG THE NEW GENERATIONS

SEPTEMBER, 14 - 22, 1989

REPORT ABOUT:

EDUCATION TO INTERNATIONAL SOLIDARITY

U.S. DEPARTMENT OF EDUCATION
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EDUCATION TO PEACE AND INTERNATIONAL SOLIDARITY

The reality of groups, movements, organisms and institutions that, in Italy, are concerned, directly or undirectly, with education to development or international solidarity (ES), is multiform and heterogeneous for number, orientations, interventions sectors, operative strategies by which each organisation acts. Therefore it is not easy either to schematize or to reconstruct the historical excursus showing how the process and the activities of education to international solidarity and co-operation among peoples has taken shape. The dissimilarity and the mutability, as well as the lack of specific researches and census on these experiences, both in the scholastic and extrascholastic field represent the wealth but also the limit of this sparkling world made up by changeability and initiative starting from the population and addressed to institutions that , in Italy, has ever characterized the educational and cultural approach to peace and international solidarity.
While apologizing for the limited scientific value and the descriptive character which distinguish this report, I wish to point out that it will be divided into the following parts:
1- the motives for education to international solidarity in Italy
2- the types of education to international solidarity
3- the main promotors of education to solidarity in Italy
4- some examples of experiences and undertakings.

1- The motives for education to development

The motives for the evolution of initiatives and the growing engagement in Italy on the part of different social subjects and the world of institutions (Central and Peripheric Administration) come from the following factors:
- the growing trend of the level of sensiblity that has been shown by the public opinion thanks to the promotion made by the NGO, the co-ordinations and the cultural associations. The actions and the enterprises of sensibilization and promotion of a culture aimed to guarantee a stronger engagement for international solidarity, have grown gradually in intensity and implications as the different associations have begun to undertake relations and to establish contacts with the other NGO and with the movements on an European and an international level by the foundation of co-ordination, associations, networks.
-the implication with regard to the problem of hunger in the world starting from some situations of famine in the Third World. Some political forces and, in particular, the Radical Party, by means of an intense opinion campaign , have been able to promote in Italy the sensibility for the problem of solidarity, and have consequently

approved the special allocation of funds for financing interventions against hunger in the world.This campaign has allowed a greater concern and the implication of the main italian parties about the problems of peace and international solidarity and has at the same time brought the italian government to state new orientations regarding the co-operation for the development, that have been therefore addressed to the foreign policy and the pursuit of aims of solidarity among peoples and of complete realization of human rights.-The growing comparison and conflicts level in everyday life (in the first place work, home and life in common) between italian citizens and citizens coming from southern countries.
Italy, that during the last two/three years has had a flow of growing african immigration is becoming a more and more multiracial, multicultural, multiethnical and multireligious country. All this involves the need to promote and to encourage a culture of tolerance, welcome, approach of differences, also to avoid the development of widespread and worrying forms of intolerance, racism and xenophobia that exist at any social level and at any age (youngs and adults).
- the growing awareness at a cultural and political level that the unbalance between the northern and the southern part of the world creates a barrier which must be removed as the development of the southern countries constitutes the unique guarantee for a future of peace and wealth for the northern countries (culture of interdependence).
The diffusion of this sensibility has allowed, in Italy, the consolidation of the awarenes and of the conviction that education to development is not a new subject of teaching but a different form of education, a transversal and interdisciplinary dimension of the teaching and learning process and therefore it involves all the disciplines of the scholastic world, placing itself in a perspective of interdisciplinarity. At an extrascholastic and civil society level, the education to international solidarity, as expression of a wider ethic-political development concerning every citizen, is more and more penetrating in all the fields and educational channels, in the mass-media, in the social means of communication and in the so-called "parallel schools", namely the instruments by which the public opinion is formed and the new consumer models and ways of life are promoted.

This educational process have been divided into the following phases:

- the first phase is mostly characterized by informative processes and activities, where the word "information", adopting the definition given by the United Nations (Report MacBride-Unesco 1980), means "signs or messages codified and sent from a transmitter to a receiver", while the word "communication" coincides with a complexity of phenomena of exchanges through signs and symbols among individuals or communities.

The level of information, knowledge and participation to the important subjects related to international solidarity (Peace, Justice, Realization of the fundamental human rights), of the public opinion with regard to these processed has been very low for a long time.

A report by DOXA of 1984 points out that 66% of the Italian people declares never to have had the occasion to know the southern countries closer. In the opinion of 60% of the interviewees illiteracy constitute one of the main reason for underdevelopment and hunger in the world.
As far as young people are concerned after a research carried out on a specimen of students of 1500 italian high schools, the principal source of information with reference to the Third World problems is television (95%) instead of school. These low levels of information and knowledge about the main problems of relations among peoples had in Italy, at first, the education to development and solidarity meant as an approach mainly "informational", namely an approach of information and data.
This first phase is mostly characterized by a start which saw the principal operators of this field, and in particular the NGO (Non Governmental Organizations) operate almost exclusively as information and sensibilization agents on international problems, organizing meetings and conferences, printing and putting into circulation documents and texts concerning subjects like the Declaration of Human Rights, the United Nations reports and the urgings of the United Nations during the first and second decade about development.

This action is mostly promoted by the NGO and almost completely excludes the scholastic world and mass-media: seminaries, congresses, publications, studies, researches and publishings programmes are some of the instruments through which the education to development and solidarity initiatives pursue the aim of promoting specific changes regarding lines of conduct, knowledges, values, according to a process of passing on messages from a transmitter to a receiver.

The public opinion implication has taken shape by means of an approach mostly "romantic and paternalistic" with appeals to participation in terms of contributions as gift and donation.

Therefore in this first phase education to solidarity is based on an intervention like a "gift", meant as a transfer of contents from a pole of the communication process to the other, aside from the use that the receiver of the message will make of it; (the italian co-operation take concrete form by the transfer of technologies and equipments, while as regard the co-operation made by the NGO, the sending of volunteers is still the main instrument of solidarity among popular organizations).

Therefore we can see that there is no capability of conceiving education to solidarity beyond paternalistic schemes and attitudes, where the meeting with the other person, the discovery of the other person could mean a process of mutual exchange. This attitude is not only typical of Italy but is certainly findable, with greater emphasis, in any Western country, and it is marked by a sense of self-culpability.

The second phase is identifiable in a more recent period and its approach is based on undertakings of education to development and international solidarity aimed to promote in Italy a co-operation culture that may encourage a greater awareness of the important subjects about the interpendence between North and South.

In consideration of these purposes, education to solidarity has the aim of contributing , on a scholastic level - from the nursery school to the University- and on an extrascholastic one, to the development and the diffusion of those knowledges and those attitudes of behaviour that are indispensable for the ethic development of a citizen aware of his Time.

Therefore education to solidarity turns into an instrument of the country's cultural and civil growth , and as educative process, consequently, it transform the educator and the educated.

In the scholastic sphere this approach is represented by programmes of training and bringing up-to-date for teachers, by the production and the experimentation of didactic units by activities and initiatives of cultural and artistic animation, by exchange trips, twinships and epistolary relations among italian schools and villages or schools in developing countries.

In the extrascholastic sphere on the contrary, education to international solidarity takes concrete form through stages of training, addressed to different groups of users, through cinema shows, exchanges of visits among italian municipalities, authorities and institutions with communities and groups from the South, by the creation of some activities having the aim of developing a new culture, namely a new way of thinking, feeling, acting with regard to the southern countries and to the relations between italian cities and the rest of the world.
In brief, thanks to some operative addresses introduced by the present italian legislation concerning the co-operation to development with southern countries, education to development and solidarity has become, also in Italy, an opening dimension that can be experimented and realized as an activity of participing research and active education, and not as a pure transfer of culture passively assimilated by any user.

The third approach characterizing the italian public opinion education to solidarity and co-operation, is the one realized by means of "communication". The word communication can have different definitions, but the one that is the closest to the educative dimension and that is the most adopted in Italy is the communication as " wide field of exchange of facts and opinions among men".
This approach aim is to change relations among men and single citizen and the environment in which they live and consequently to make every man an "active person", able to have influence on the other people and to have a certain importance on his reality.

As the MacBride report points out, communication as a process of exchange of news, facts, opinions, messages between men and communities is one of the new instruments by which Italy is beginning to make "education to solidarity and peace".
On the basis of these justifications, in Italy, we are now assisting at the ever growing diffusion of initiatives having the purpose of diffusing films and shows exhibitions, musical and pictorial activities and works directly made by southern citizens and artists and by themselves presented in Italy.
The education to solidarity objective is namely realized giving room to communication and to the contents of the same bearers of these cultures, which are different from the italian ones. The africans introduce and tell their stories, their traditions, their problems on different towns squares, in schools, during conferences or meeting and sensibilization occasions.
By undertakings based on "communication" this meeting and knowledge occasions are turned into educative processes, able to modify the very often wrong image that people have of these countries and hence the relative prejudices towards persons having "different" cultures.

WHICH TYPE OF EDUCATION TO INTERNATIONAL SOLIDARITY

Nowadays development and international solidarity are becoming a more and more complex reality. Beyond any schematic interpretation, values like development, peace, justice, assume the form of integrated and global processes within the framework of planetary interdependence and interculture relations.
Starting from a global view of reality, carrying out a systematical analysis of the whole world problems and a synergical intervention in the solutions, development and solidarity among peoples must be and become more and more processes of a resources and cultural values fair-exchange, in the observance of justice and of self-determination of peoples.
There can be no real development and no solidarity among peoples if the flow of exchange and of relations proceeds in only one direction.
The political and cultural maturity that has been recorded in the last years around the concept of world development nowadays asks for the promotion and diffusion of solidarity steps and above all for a circular solidarity culture. This circularity must also be "geographic" that is not only from the North to the South but from the South to the North and from the South to the South, but it must also emphasize content rather than form able to join co-operation and development to culture of peace, peoples, rights, ecological consciousness.
Never like today it is necessary to give the concept of interdependence a concrete meaning of rebalancing the relations between North and South.
The education to peace and international solidarity processes in progress in Italy through the recent campaigns and initiatives of education to development and solidarity are therefore mainly marked by a critical attitude towards all these models of "laissez-faire" development.In particular, this critical reflection is more stressed with regard to these models that are exclusively directed towards a waste or the depauperization of resources and towards the exploitation of man against man that, besides not satisfying the priority needs, jeopardize the satisfaction of the coming generations ones.
The judgment of the development models in the sphere of activities and educative processes in Italy takes place through a deep and systematic cultural research along with a brave action of denounciation. It is a matter to discover with precision the reasons for the bad development and to disclose the interlacement existing between the underdevelopment of the South and the overdevelopment of the North.
In order to create and to promote a culture of interdependence and solidarity it is therefore necessary to rexamine the scale of the values that determine the greatest part of our culture and therefore:

-disproving the level and the ethnocentral characteristics of our way of thinking and being
-putting into a critical position the prejudice of the Western and the Northern countries supremacy as far as the socio-economic level is concerned

-promoting a concrete awareness of the reality of problems
-encouraging the understanding of problems and stimulating the participation to changes
-stimulating an ever growing interest on the part of the institutions with regard to the gap between North and south and therefore the adoption of concrete steps
-favouring the modification of attitudes, dispositions and convictions so that anyone may be able to accept and to share everybody's problems
-promoting solidarity like a political and social duty and not just like a moral obligation.

THE MAIN PROMOTORS OF EDUCATION TO SOLIDARITY

In Italy the promotors of the cultural engagement for a permanent education to solidarity are different and try to classify them is not easy owing to the absence of census.
Therefore it is easier to propose a differentiation according to the sector to which they belong and so to recall the main promotors who operate in the private sector or "sphere" and in the public one.
As far as the private sector is concerned the main promotors are: educators, families, mass-media, associations and movements, NGO (Non Governmental Organizations), cultural associations.
As to the public sector the main promotors are the Ministry of Education and the one for Foreign Affairs, the local boards (Region, Commun, Province), the universities, the school-districts and the different public schools college bodies.
Very often during these years these two sectors promotors have acted with regard to the subjects of peace, justice and solidarity without considering the factor of complementarity.
What has therefore been lacking and today still lacks is co-ordination and planning with reference to these problems
The private sphere promotors, who have been encouraged by a greater ability of creativeness and interrelation with people and emerging values of the Southern countries have been able to put forward and to test some proposals and initiatives which are innovative compared to the level of planning promoted by the Public Administration and the world of institutions.
The movements for peace and the Non Governmental Organizations operating in the international co-operations field have been among the main promotors of initiatives and proposals for education to development, peace and international solidarity: this ability of proposing of the institutions and, in particular, of the ones belonging to the scholastic world, forced them to interest themselves more and more to education to peace, human rights, ecology, solidarity and only recently we have seen in Italy the start of synergic (informal) but also of co-operation relations among the private and the public sphere promotors which do not start from up to down but from down to up, namely from the associations to the institutions too.

We can therefore state that nowadays, with reference to these problems the following trends are more and more spreading out in Italy:

- trend to co-ordination, that is to rationalize the occasions of materials and methodologies exchanges. These connections always take place in a more and more interideological context
- trend to the institutionalization, namely to the constitution of groups in a "formal" sense and to the research of new forms of association and connection with categories, institutions, in the attempt to rationalize the resources and to increase the aims and the ranges of action of the different initiatives
- trend to the scholarization, that is to the research of an ever growing welcome of educative proposals on the part of the school. This integrated approach of the education to development and solidarity in the scholastic structure and in universities has brought to the effects of synergy among civil society, associations, public schools and teachers.

It is important to point out the sensibility and growing implication of the world of science, university experts as far as the scholastic curricula, the problems of development and blobal study are concerned, as well as the implication of publishing houses that have been publishing texts and didactic material, making more valuable the experiences and proposals of the Non Governmental Organizations world.

The introduction of specific subjects like the ones of interdependence and peace in the reformation of scholastic programmes and curricula inside the world of the italian public school is nowadays the most evident sign of these evolutionary dinamics.

As regards the levels and participation forms on the part of the different promotors, we can finally distinguish the following trends:

the Ministry that has until now played a role of great supporter for the experimentation and diffusion of activities and undertakings of education to development above all not formally is the one for Foreign Affairs. In fact the world of associations and non governmental organizations has made everything possible in order to destine the financial resources in favour of education to development and therefore the initiatives of co-operation, information and education to solidarity and understanding among peoples can benifit in Italy by contributions allowed by the State and distributed by the Ministry for Foreign Affairs in aid of the co-operation activities.

Communes, Provinces and Regions have instead carried out until now an action of co-operation in the view of the realization of initiatives and educative programmes for solidarity , providing and putting local or public structures and in some cases contributions of money at disposal.

The majority of these forms of participation has arised as a result of some proposals made by the NGO and by associations that, in the sphere of their initiatives have involved these corporations.

After the ricognition obtained by Communes, Provinces and Regions from a recent law which regulates the co-operation of Italy with developing countries, these corporations are beginning to play a role which is no more of support to private initiatives or to the ones promoted by central institution, but to take actions of co-ordination and programming of their own territory looking for tighter forms of collaboration with the NGO and with the same universities.

4. SOME PATTERNS OF EXPERIENCES AND INITIATIVES ON THE WAY

4.1. - National Campaign: Change Life against Hunger

4.2. - National and European Campaign: North- South: A future in common or no future at all

4.3. - Italian Co-ordination for Education to Development

4.4. - Pattern of an italian Region's Education to Solidarity

4.5. - Synoptic chart showing some programs of Education to Solidarity

1. NATIONAL CAMPAIGN "CHANGE LIFE AGAINST HUNGER"

CULTURAL AREA	PROMOTORS	INSTITUTIONS INVOLVED	INSTRUMENTS USED	RANGE OF ACTION	CULTURAL AIMS	VALUES AND PROPOSALS DIFFUSED
Catholic (Inspiration to the Pope enciclical 'Sollecitudo Rei Socialis')	. Caritas Italiana Episcopal Conference Office . Missionary Institutes . NGO Federations . Some NGO	–	. Monthly commercials . Advertising campaign with posters by mass-media . Distribution of material . Conferences and Meetings	. National . Annual campaign	. Proposals and riflections for living solidarity	<u>Styles of life</u> . More and more refusal of the myth <u>Use of the goods</u> . Sharing of goods . Proposals of sharing in schools, in work environment, in town, in the parish . Less meat and energy consumpion <u>Political partecipation</u> . Less time in front of TV and more in politics <u>Culture and solidarity</u> . Engagement to bring the culture of solidarity in the party, in syndicates, in professional associations . Engagement to oppose lobbies and corporations . Exhortation to contacts with the Third World people who live in the territory . Exhortation to support magazines and specialized printings on the subjects of solidarity <u>Voluntary apprenticeship</u> . Experience of voluntary apprenticeship in free-time . Engagement for an year of social voluntary apprenticeship . Engagement for some years in activities and projects <u>Conscientious objection</u> . Conscientious objection to dishonesty . Objection to the structures of sin . Objection to abortion . Objection to the military apparatus

2. NATIONAL AND EUROPEAN CAMPAIGN
"NORTH-SOUTH: A FUTURE IN COMMON OR NO FUTURE AT ALL"

CULTURAL AREA	PROMOTORS	ISTITUTIONS INVOLVED	INSTRUMENTS USED	RANGE OF ACTION	CULTURAL AIMS	VALUES AND PROPOSALS DIFFUSED	SPECIFIC INITIATIVES IN ITALY
–	At an european level . NGO (Non Governamental Organizations) At an italian level . italian NGO Coordination	EUROPEAN ECONOMIC COMMUNITY EUROPEAN PARLIAMENT . Governments of the 12 EEC member countr. .Ministry of Foreign Affairs . Ministry of Education . Postmaster General . Syndicates and cultural associations	. Cultural and formative initiatives at an European level or from the single member countries . Display on the subject of Interdependence translated in five languages	. EUROPEAN PUBLIC CAMPAIGN Spring 1988	INTERDEPENDENCE AND SOLIDARITY NORTH-SOUTH . Nations depend on each other in a complex web of economic, social, cultural and ecological relationships . Sustainable development represents a worldwide necessity and yet North South relationships are characterized by sharp and dramatic inequality	TRADE . The terms of trade between South poorer countries and North are deteriorated . Expansion of world trade is a fundamental element of mutual interest AGRICULTURE . Increase of food production in the Third World and promotion of rural and agricultural development . Adequate financing policies to food crops for local consumption . Central role of women in Third World agriculture NATURAL RESOURCES AND ENVIRONMENT . North and South depend on the same natural resources which are not unlimited . Engagement for safeguarding and rehabilitating natural environm. DEBT AND FINANCE . Interest of North and South alike to search for long term responses . Mobilisaton of fresh financial resources to support developing countries	TRADE . Campaign for a fair and solidary tra . Display on the subjects of the Campaign . Congress of the syndicate about Multinationalisation and internationalization processes AGRICULTURE . Research and courses for teachers about the agricultural system North-South . Research and Congress on the connect. Third World-Consumers NATURAL RESOURCES AND ENVIRONMENT . International prize for the best television work on PVS . Initiatives of education to development in 36 Italian towns DEVELOPMENT ASSISTANCE . Congress of the Marshall plan of Northern countries towards South JOBS . Seminaries for union cadres on the topic: interdependence and occupatio . One week of study and solidarity wit immigrated workers coming from MAGHR and living in Sicily . One week of solidarity with workers coming from Southern Africa SOCIAL AND CULTURAL RELATIONSHIPS . Follow up courses for teachers: didactic games, radio programmes,cultural exchanges between Northern and Southern young people, film display of African authors, series of concerts for the anti-apartheid campaign.

3. ITALIAN CO-ORDINATION FOR EDUCATION TO DEVELOPMENT

CULTURAL AREA	PROMOTORS	INSTITUTIONS INVOLVED	INSTRUMENTS USED	RANGE OF ACTION	CULTURAL AIMS	VALUES AND PROPOSALS
I° International Conference EDUCATION TO DEVELOPMENT (Gand summer 1982) II° Conference (Italy 1986)	• Teachers • NGO representatives • Cultural associations	• MINISTRY FOR FOREIGN AFFAIRS (granting of contributions) • MINISTRY of EDUCATION (cultural exchange) • I.R.R.S.P.E (follow-up and formation centres for teachers) • University teachers • COMMUNES, REGIONS • Teachers coming from different schools • International and european organisms	• Promotor commitee • Territorial groups of diffusion • Constituent Assembly • National co-ordination commitee	National	• Promote attitudes of participation to solidarity and international co-operation processes • Stimulate, in Italy, which is becoming a more and more multi-racial, multicultural, multiethnic and multireligious country, a strong culture of tolerance, welcome and 'approach of differences' • Introduce, spread and support the education to development in scholastic programmes and in the actual educative-didactic practice • Promote the exchange between scholastic educative experiences and extrascholastic ones, national and international, by means of appropriate meeting and cultural exchange undertakings • Stimulate the theorical maturity and the pedagogical systematization of the proposals and the experiences of education to development, avoiding every form of eclecticism and exotism • Co-ordinate subjects and activities regarding the education to development topics as far as the following services and functions are concerned: information and sensibilization about the great subjects of solidarity and international co-operation; promotion and exploitation of existing resources; programming of meetings for talking about general interest problems; data bank service; international and intercultural connection	

4. PATTERN OF AN ITALIAN REGION'S EDUCATION TO SOLIDARITY CAMPAIGN

ORGANIZERS	BODIES INVOLVED	MEANS USED	RANGE OF ACTION	CULTURAL OBJECTS
REGIONS LOCAL BODIES	ONG MINISTRY OF EDUCATION MINISTRY OF FOREIGN AFFAIRS PROVINCIAL EDUCATION OFFICE University Professors Vocational Associations	PLANNING - Planning Group (Italian and DC experts on the spot) - Course for Animators - Pedagogic preparation - Instruments providing - Know-how input REALIZATION Compulsory Schooling - Video-tapes - Informational cards - Graphic Contest - Papers High School - Meetings - Seminars/Round Tables - Research - Aids/video-tapes	VENETIA REGION schools	GENERAL GUIDELINES - To educate to development means first of all being part of a world where the drive to brotherhood be stronger than that to conflict; - to educate to development implies having a cultural vision of the world as a community of peoples and cultures; - to educate to development means living the present being aware of our responsibility as to the future of all peoples OPERATIVE SCHEDULE Here are the objects this project intends to pursue: - to analyse the historical reasons (such as cononization, capitalism, industrialization, neocolonialism, etc.) which led to an imbalance between the North and the South of the World; - to urge the young to examine dynamically the social context they live in through a confrontation with other social contexts and through a reflection on the different opportunities offered by the North and by the South ; - to educate to an intercultural attitude and to respect every culture keeping away from any Euro-centered prejudice; - to accustom the young to face reality in a critical and creative way, as they are the central characters of a constantly changing world; - to consider the various parameters used to measure a people's development, being aware that real growth can also be achieved by improving the quality of life, and not only through a simple economic growth; - to accustom the young to sharing their experiences in active confrontation .

5. SYNOPTIC CHART SHOWING SOME PROGRAMS OF EDUCATION TO SOLIDARITY

NAME OF THE ONG	ANALYSIS OF THE ORIGINAL SITUATION	AIMS			TAXONOMY	CONTE	
		PURPOSES	OBJECTS	THEORIES REFERRED TO		AREAS AND SECTORS	DISTRIBUTION AND ORGANIZATION CRITE
UNICEF		-DEVELOPMENT CONCERNS EVERY PERSON AND EVERY COUNTRY -OPENING TO AN INTERNATIONAL UNDERSTANDING FOR A WORLD COOPERATION	MAINLY COGNITIVE AND AFFECTIVE			ARTS, HISTORY, GEOGRAPHY, MATHS, SCIENCE, TECHNICAL EDUCATION, RELIGION, ART EDUCATION	RESEARCH STAR FROM THE ENVIRONMENT NEAREST TO THE CHILD AN GRADUALLY EXTENDS INTER-DISCIPLINARIT
UNESCO		-OPENING TO AN INTERNATIONAL UNDERSTANDING -THE ECONOMIC AND POLITICAL FACTORS ARE THE CAUSES OF THE TENSIONS BETWEEN THE WORLD COUNTRIES	MAINLY COGNITIVE AND AFFECTIVE			ARE NOT SPECIFIED, BUT WE TEND TO THINK THAT ALL BRANCHS OF LEARNING ARE INVOLVED	INTER-DISCIPLINARY RESEARCH
CARITAS		-OPENING TO AN INTERNATIONAL UNDERSTANDING AND COOPERATION -EQUAL DIGNITY OF EVERY PERSON AND OF EVERY CIVILIZATION	MAINLY AFFECTIVE AND BEHAVIORAL				INTER-DISCIPLINARY PATTER
MOLISV	QUESTIONNAIRE	-INTERNATIONAL DIMENSION OF ECONOMIC, POLITICAL, SOCIAL AND CULTURAL PROBLEMS -EVERY DEVELOPMENT PROCESS HAS ITS SPECIFIC TERMS AND WAYS -UNDERGROUND OPPOSITION IS AN INSTRUMENT TO SET FREE FROM ANY FORM OF EXPLOITATION	MAINLY COGNITIVE AND AFFECTIVE, ONLY A FEW BEHAVIORAL			ARTS, SCIENCE, GEOGRAPHY, FOREIGN LANGUAGE	INTER-DISCIPLINARY PATTERN
PAX CHRISTI	DISCUSSION OF THE QUESTIONNAIRE	-DEVELOPMENT CONCERNS ALL ASPECTS OF HUMANKIND -OPENING TO ANYTHING "DIFFERENT" -RESPECT FOR EVERY PERSON -CONVERSION OF REARMAMENT EXPENSES INTO FUNDS FOR THE THIRD WORLD OR FOR CIVIL WORKS	AS ABOVE		MAKING PEOPLE AWARE AND RESPONSIBLE LIBERATION PATH	LANGUAGE, HISTORY, MATHS, SCIENCE, GEOGRAPHY, SOCIAL SCIENCES, RELIGIOUS EDUCATION	INTER-DISCIPLINARY PATTERN
CEM		-DEVELOPMENT CONCERNS ALL ASPECTS OF MAN -TRUE DEV. IS ENDOGENOUS, MULTIDIMENSIONAL, INTERDEPENDENT, ULTERIOR, DIFFERENT -OPENING TO INTERNATIONAL UNDERSTANDING -EVERY CHILD OF THE WORLD HAS SOME RIGHTS/EDUCATION TO PEACE	COGNITIVE AND BEHAVIORAL BUT MAINLY AFFECTIVE	PERSONALISM (MARITAIN) BRUNER STRUCTURALISM	(LONERGAN) -OBSERVATION -UNDERSTANDING -JUDGEMENT -DECISION	PSYCHOLOGY, HISTORY, SOCIOLOGY, POLITICS, GEOGRAPHY, LOGIC, LINGUISTICS, SCIENCE, AESTHETICS, RELIGION	INTER-DISCIPLINARY PATTERN
FOCSIVESCI	SCHEDULED BUT NOT SPECIFIED	-DEV. IS GLOBAL AND NOT LIMITED TO THE THIRD WORLD -DEV. = PROCESS, BUT NOT NECESSARILY AMELIORATORY; IT IS MULTIDIMENSIONAL AND ORIGINAL, DISCONTINUOUS IN SPACE AND TIME/OPENING TO CO-OPERATION AND TO AN UNDERSTANDING OF OUR DEV. AND OF THAT OF THE OTHERS	THERE ARE NO DETAILED OBJECTS BUT AS THIS ONG AIMS REFER TO: -THE DIMENSIONS OF KNOWLEDGE, ATTITUDE AND BEHAVIOR, OBJECTS SHOULD FOLLOW THE SAME PATTERN	TRANSACTIONAL THEORY (PIAGET) WITH A REFERENCE TO BRUNER'S SCHOOL AND VYGOTSKIJ'S SCHOOL	(FREIRE) -EMERGENCE -BECOMING AWARE -MAKING OTHERS AWARE	CULTURAL ANTHROPOLOGY ECONOMICS SOCIOLOGY PSYCHOLOGY POLITICS BIOLOGY THEOLOGY	INTERDISCIPLINARY PATTERN (CONCEPTUAL) MAPS NEED'S THE CONCEPT WHICH GIVES A STRUCTURE TO CONTENTS AND CONNECTS THEM WITH EACH OTHER

E N T S		METHODOLOGY			TEACHING	EVALUATION	
FIELDS OF APPLICATION	SELECTION CRITERIA	MANAGEMENT PATTERN	TEACHING AIDS	PUPILS' ORGANIZATION PATTERNS	STRUCTURE	APPLICABILITY	TYPOLOGY
S CHILDHOOD IN NEAR AND FAR SOCIETY, INCLUDING ALL CONNECTED Y PROBLEMS	AGE OF THE PUPILS - ELEMENTARY SCHOOL UP TO 13 YEARS OF AGE	RESEARCH: - ANALYSIS OF THE PROBLEM - OPERATIVE PLAN - CHECKING STAGE - ACTION	HUMAN RESOURCES VISUAL AND AUDITIVE AIDS AUDIOVISUALS PLACARDS BLACKBOARDS	INDIVIDUAL WORK IN SMALL GROUPS IN THE CLASS, IN BIG GROUPS	CONTENTS	ON ALL THE CURRICULUM	CONSTANT OBSERVATION WRITTEN REPORTS DRAMATIC CREATIONS SUMMARIZING BOARDS LETTERS CREATION OF TALES
AN INDICATIVE LIST OF THE POSSIBLE THEMES IS OFFERED	ELEMENTARY AND HIGH SCHOOL - PUPILS' PREPARATION - INTERESTS SHOWED BY PUPILS	RESEARCH CARRIED OUT TOGETHER: - INFORMATION - INVESTIGATION - REFLECTIONS - DEBATE - SOLUTION	AS ABOVE	AS ABOVE	CONTENTS	AS ABOVE	WRITTEN REPORTS CONSTANT OBSERVATION SUMMARIZING BOARDS CREATION OF TALES CROSSED CONFRONTATION BETWEEN CLASSES
		GROUP RESEARCH	HUMAN RESOURCES, VISUAL AND AUDITIVE AIDS, AUDIOVISUALS				
SOUTHERN AFRICA AND CONNECTED PROBLEMS	HIGH SCHOOL	INFORMATION INVESTIGATION DEBATE PERSONAL RELATIONSHIP GENERAL REPORT ON THE CLASS	HUMAN RESOURCES, VISUAL AIDS, AUDIOVISUALS, PLACARDS	INDIVIDUAL WORK, CLASSWORK, WORK IN BIG GROUPS	DOCUMENTED CONTENTS	AS ABOVE	WRITTEN AND ORAL REPORTS
- VIOLENCE AND PEACE - INJUSTICE IN THE WORLD - VARIOUS MATTERS (POLLUTION, ALIMENTATION, ETC.)	ELEMENTARY SCHOOL UP TO 13 YEARS OF AGE	RESEARCH METHOD: - OPERATIVE PLAN - DATA GATHERING - DATA ELABORATION - REFLECTIONS - CONCLUSION PROPOSALS	HUMAN RESOURCES, VISUAL AND AUDITIVE AIDS, AUDIOVISUALS, BLACKBOARDS, MAPS	WORK IN SMALL GROUPS AND CLASSWORK	AS ABOVE	ON ALL THE CURRICULUM AND ON THE TEACHING UNITS	COMPOSITIONS REFLECTIONS CREATION OF POEMS WRITTEN AND ORAL REPORTS CORRECT USE OF WORK TOOLS
...ENTS AND UNDERST... RIGHTS OF ADULTS AND CHILDREN INDIVIDUALS AND HUMANKIND THE HUMAN PERSON IS A VALUE ...VALUES ...VIOLENCE AND PEACE ...OPEN INTERCULTURAL ...INTERN. UNDERST. G	AS ABOVE	MONOGRAPHIC DIDACTICS GRADUAL AND GUIDED RESEARCH - TRASCENDENTAL METHOD: - DATA RESEARCH - INTERPRETATION - HISTORY - DIALECTIC	HUMAN RESOURCES, VISUAL AND AUDITIVE AIMS AUDIOVISUALS, BLACKBOARDS, PLACARDS, GAMES	INDIVIDUAL WORK, WORK IN SMALL GROUPS, CLASSWORK	THERE ARE INDICATIONS FOR DIFFERENT TEACHING UNITS	AS ABOVE	WRITTEN AND ORAL REPORTS DRAMATIC CREATIONS
ANY SUBJECT OF STUDY SELECTED AND DEFINED BY THE ONG AIMS S AN INDICATIVE LIST OF THEMES IS PRESENTED	- RELEVANCE TO CUR. AIMS - AGE OF PUPILS - TEACHING METHOD - SCHOOL LEVEL: ELEMENTARY AND HIGH SCHOOL - SCHOOL INTERNAL ORGANIZATION	NUCLEAR CUR. OR CUR. BY CONCEPTS THROUGH THE DISCUSSION METHOD			GENERAL CRITERIA FOR CHOOSING THE TEACHING UNITS - OBJECTS - CONTENTS - PUPILS' PREREQUIREMENTS - WORK STAGES - EVALUATION	SCHEDULED IN THE TEACHING UNITS BUT NOT GIVEN IN DETAILS	